

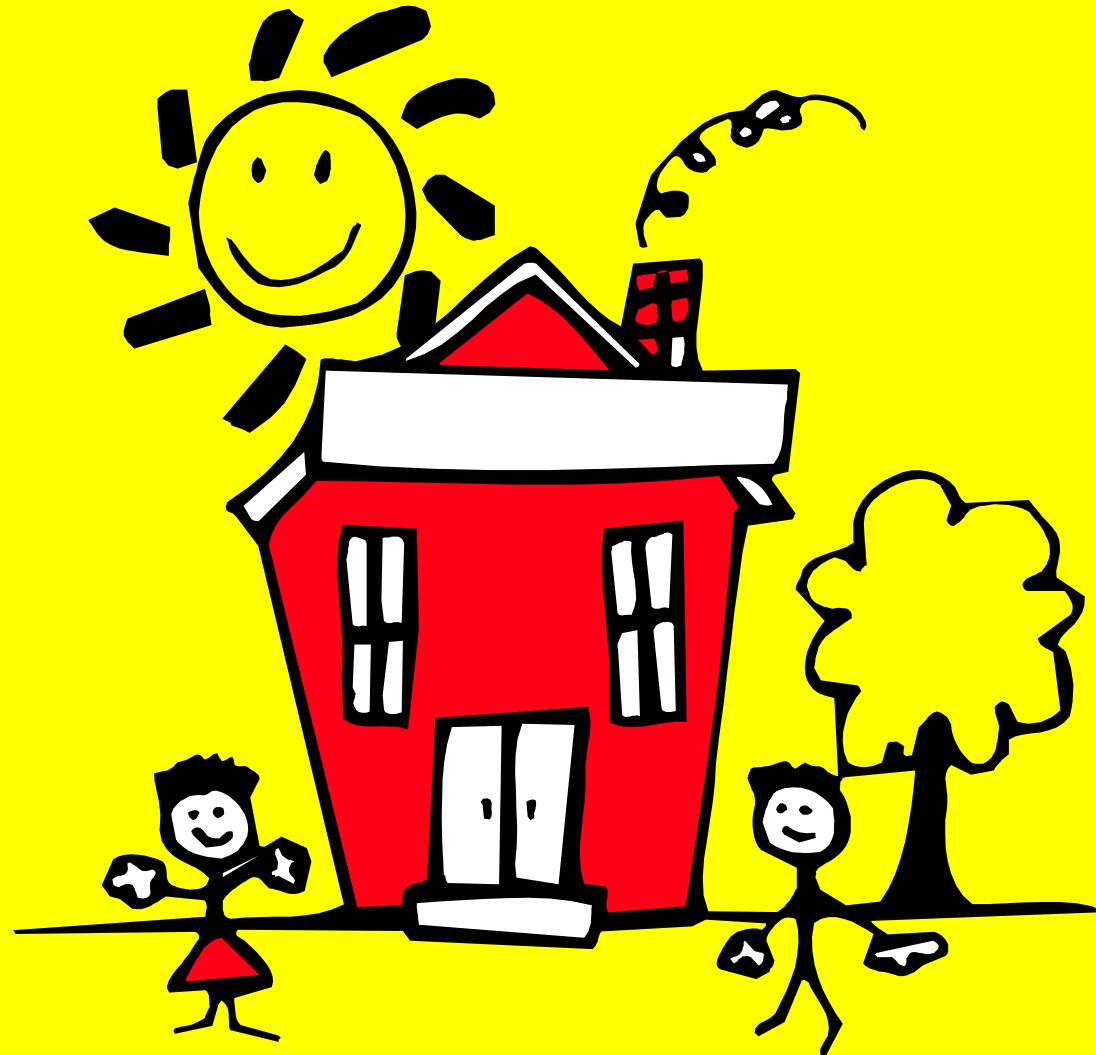
Competency

Goal:

Health and Safety

Lesson 1

SAFETY

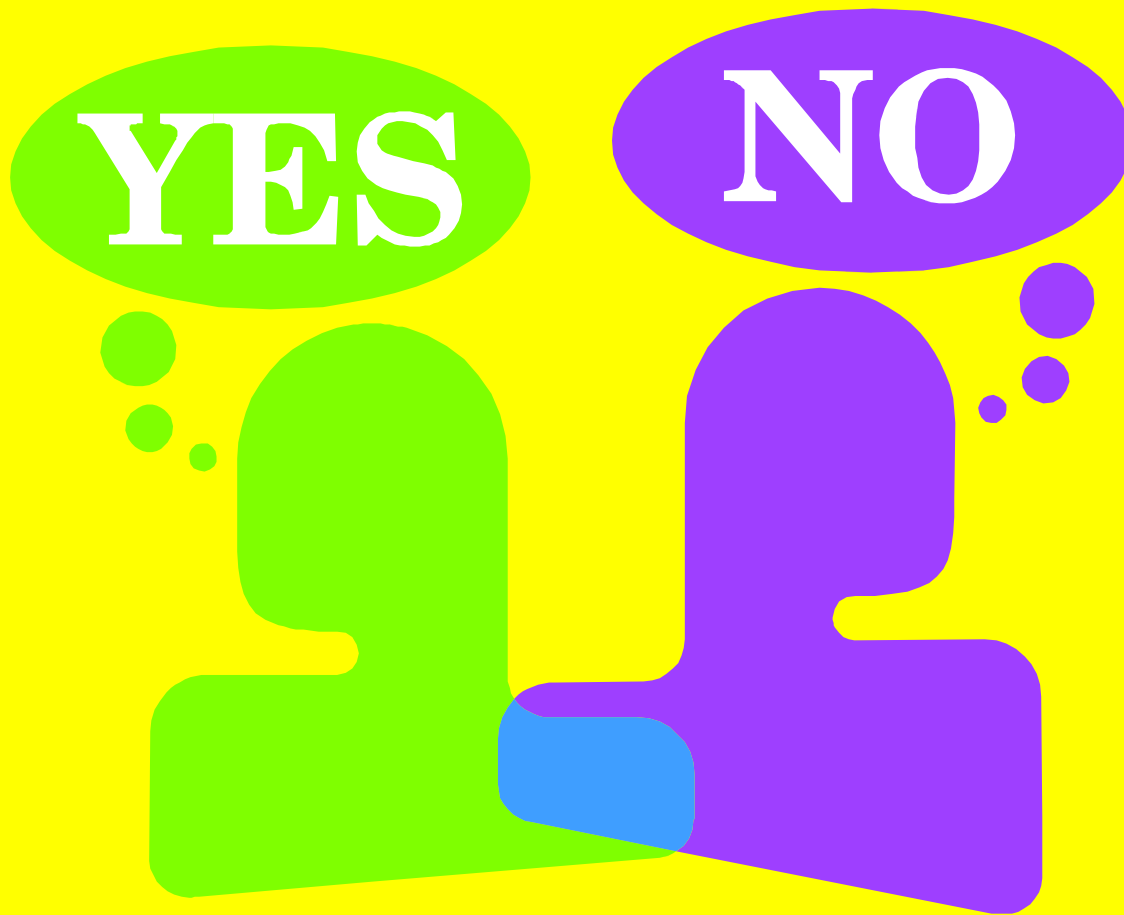


Housekeeping

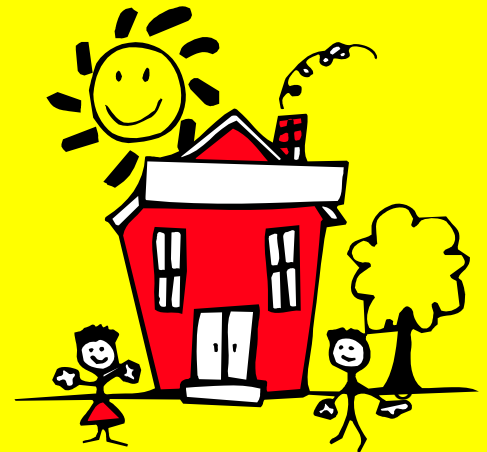
1. The following people need to create an account on the Region 5 ESC website,
 - Karen English
 - Freida Henry
 - Tammy Swindell
 - Vicki Celestaine

2. The following people need to register for August 17, 2010 workshop # 2758.
 - Donna Moffit
 - Lonzetta Wright
 - Jasmine Houston
 - Cynthia Curtis
 - Kimberly Triebel
 - Jill Callier
 - Chelsea Cole
 - Linda Hancock





I need your opinion on textbooks to choose.



Housekeeping

Confirm which CDA certificates students are aiming for:

Preschool:

Deshelle Barriere

Jill Caillier

Vicki Celestain

Lenzi Childress

Michelle Clausell

Chelsea Cole

Cynthia Curtis

Linda Hancock

Jasimine Houston

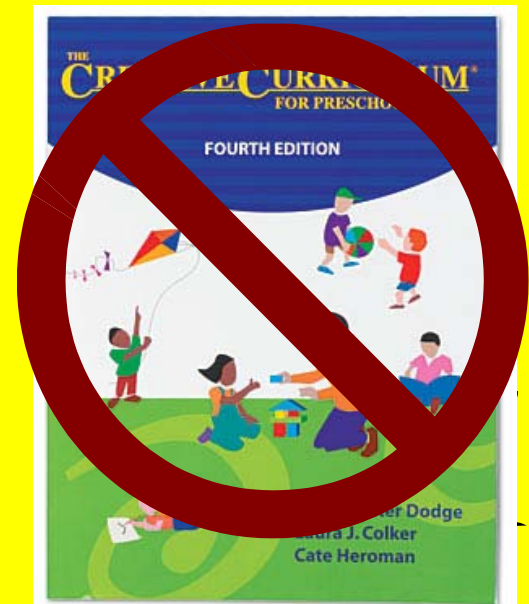
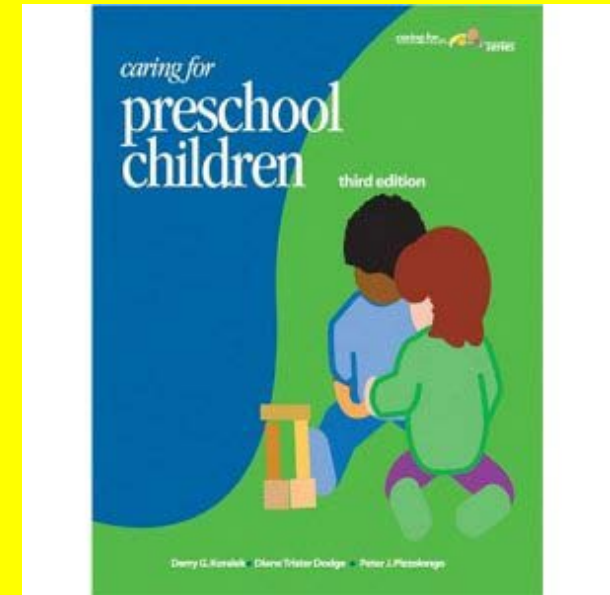
Eloise LeBouef

Elonda Leday

Lela Rideau

Tammy Swindell

Kimberly Treibel



The Bookshop



The Creative Curriculum® for Preschool, Fifth Edition

2010, Five Volumes, Paperback

Item #: WW73749

Pre-Publication

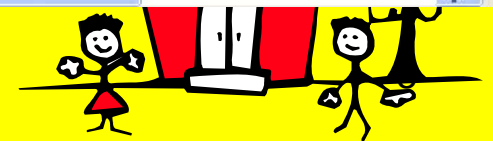
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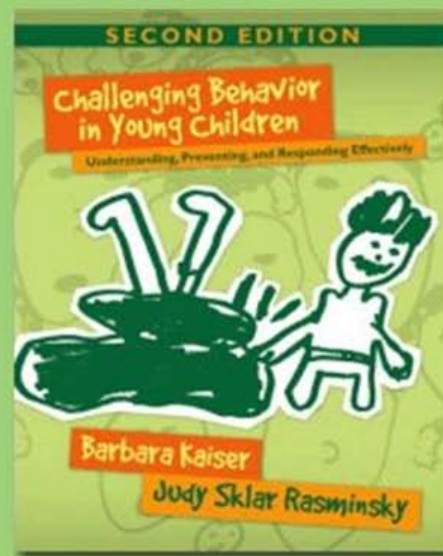
Second Edition

by Barbara Kaiser and
Judy Sklar Rasminsky

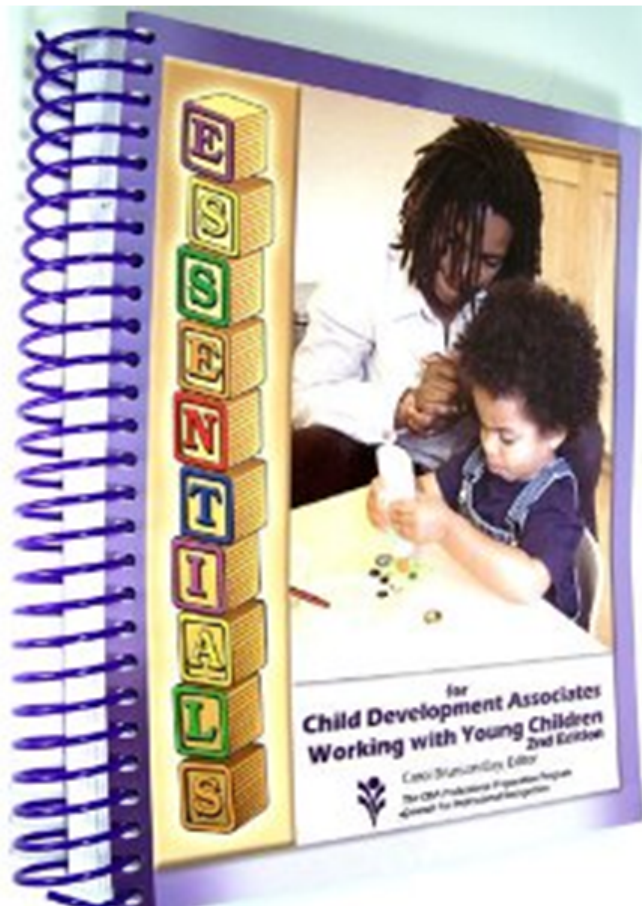
Preface by Sue Bredekamp

Now available! The second edition of *Challenging Behavior in Young Children*, the comprehensive, concise, and practical book by the authors of the bestselling *Meeting the Challenge*.

Allyn & Bacon, 2007, 302 pages, ISBN 0-205-49333-5



What kind of training do teachers want most? Help with challenging behavior, according to an Insta Poll by Child Care Exchange. This topic has headed the survey list for five years.



Essentials for Child Development Associates Working with Young Children (The CDA Professional Preparation Program Council For Professional Recognition) [Spiral-Bound]

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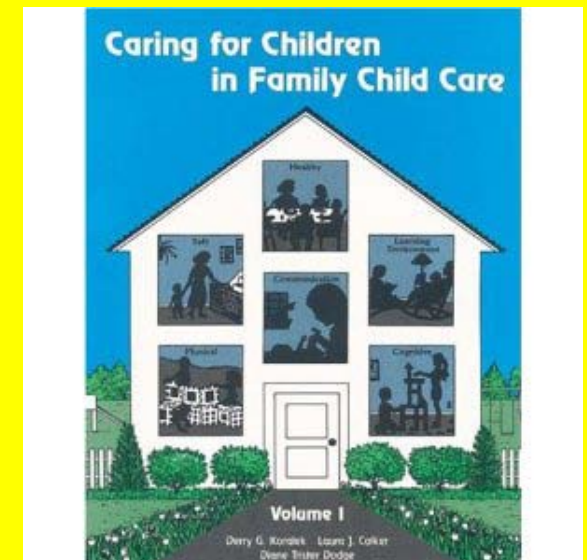
Family Childcare:

JoAnn Guidry

Fredia Henry

Donna Moffitt

Lonzetta Wright





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by Derry Koralek, Laura Colker, Diane Trister Dodge

408 Pages, 2005, Paperback

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Caring for Children in Family Child Care, Vol. 2

by [Derry Koralek](#), [Laura Colker](#), [Diane Trister Dodge](#)

432 Pages, 2005, Paperback

Item #: WW0078B

Price: \$39.95

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ADD TO CART

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Volume II

Recommended with

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The Creative Curriculum for Early Childhood, Second Edition (LearningGames®)

Assessment

Teaching Strategies Kindergarten Assessment

Teaching Strategies Kindergarten Assessment (2nd edition)

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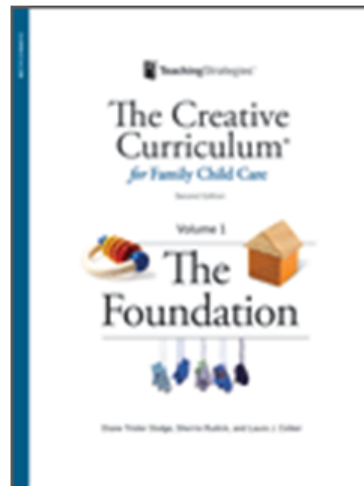


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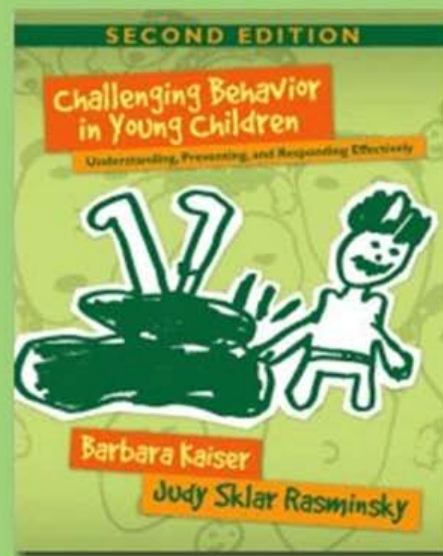
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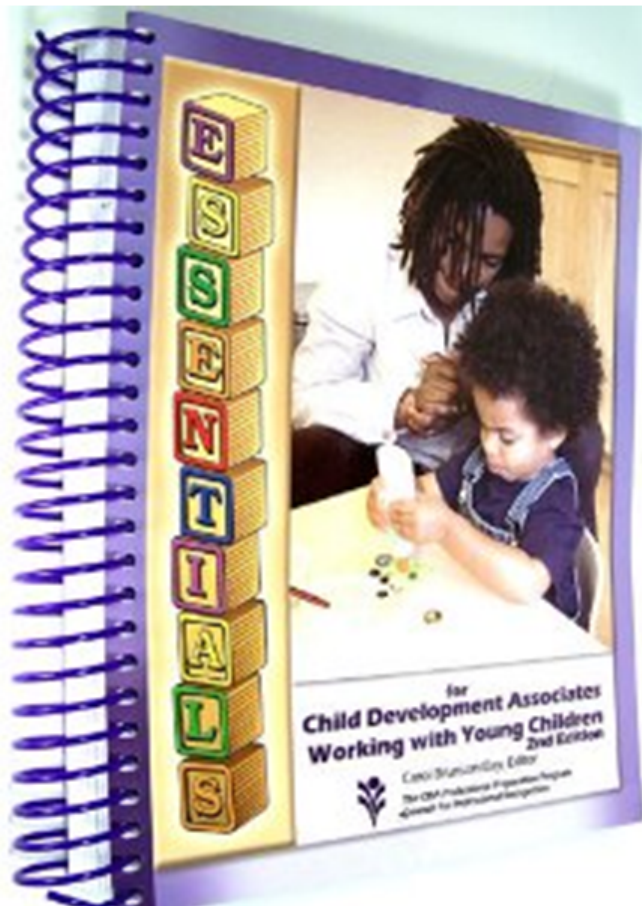
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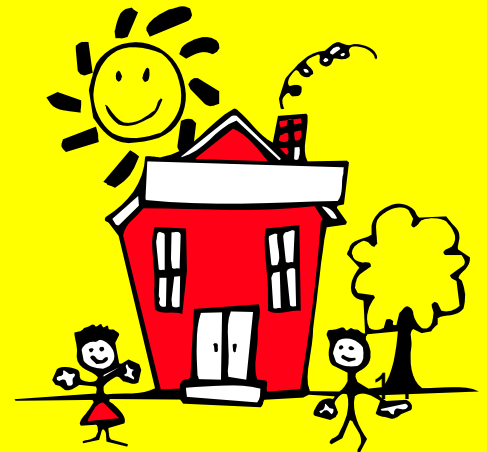


Housekeeping

Confirm which CDA certificates students are aiming for:

Infant-Toddler:

Chelsea Cole





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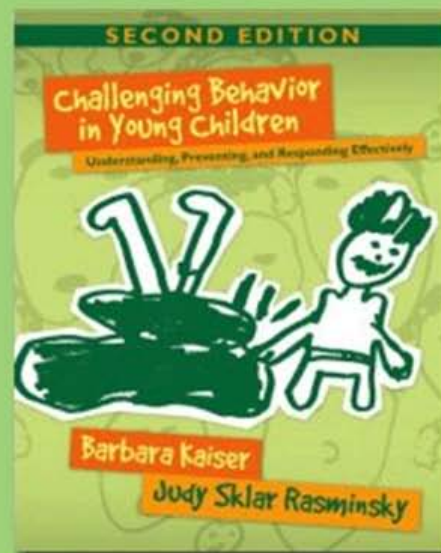
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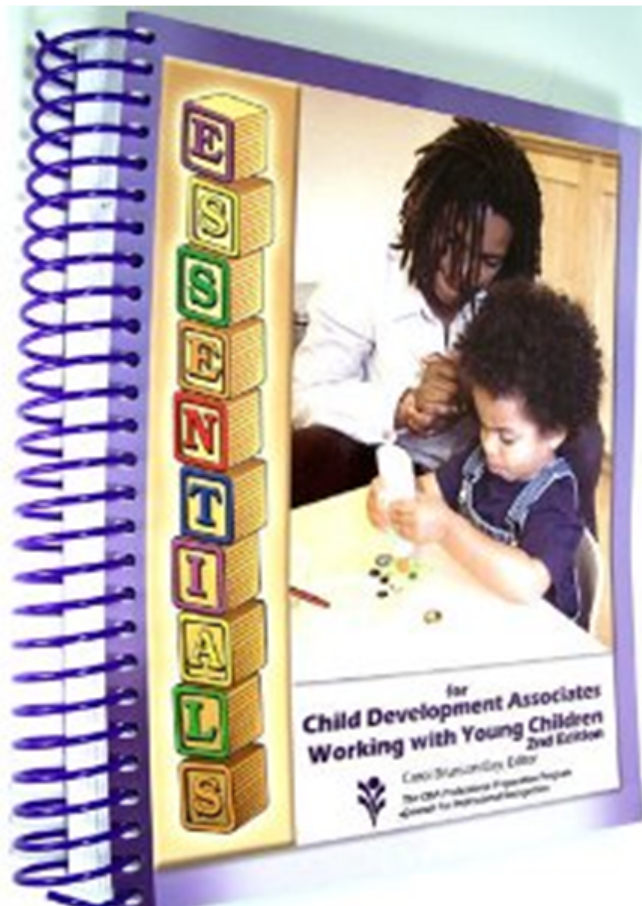
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The dates are firm but the activity is not firm ----THIS IS A SUGGESTION TO CONSIDER!!!!!!!!!!!!!!!!!!!!

Saturday Classes:

Saturday Sept. 11, 2010 Health and Safety 8 hours

Saturday, Oct. 9, 2010 4 hours (The second four hours will be on child development and learning.)

Suggestions for guest speakers:

- ✓Poison Control educator
- ✓Brandi Kolander, child abuse prevention from CPS/DFPS
- ✓Paula Tacker, Texas AgriLife FCS, nutrition
- ✓Red Cross person or fire department to provide training on how to respond during weather-related emergencies such as lightning storms, tornadoes, earthquakes and hurricanes.



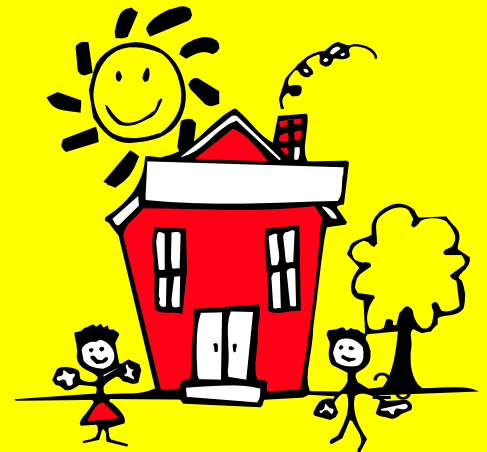
This date is firm and required.

Saturday, Nov. 13, 2010

3 hour training on Drive
Safe Seminar

Location: Redeemer
Lutheran Church

Time: 9 a.m. to Noon



The dates are firm but the activity is not firm ----THIS IS A SUGGESTION TO CONSIDER!!!!!!!!!!!!!!

Saturday Classes:

Saturday, Oct. 9, 2010 Competency Goal II: Promote intellectual and physical development

4 hours visit Lamar ECDC's program

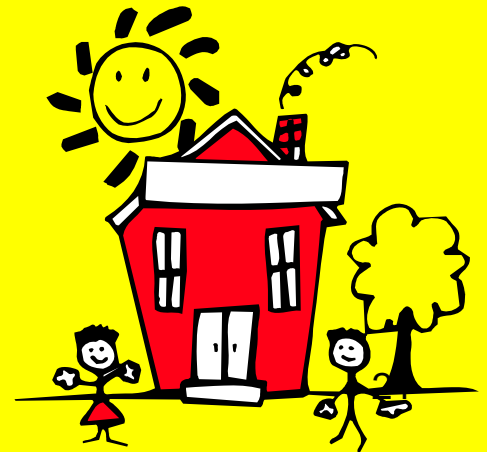
And

Saturday, Nov. 6, 2010

4 hours visit Lamar ECDC's program

Or

visit NAEYC childcare program at
University of Houston Clear Lake



This date is firm and required.

Saturday, Oct. 23, 2010 (4 hours)

Dr. Mike Longoria

Sing to Read

Holy Cross Lutheran Church, Nederland



The dates are firm but the activity is not firm ----THIS IS A SUGGESTION TO
CONSIDER!!!!!!!!!!!!!!!!!!!!

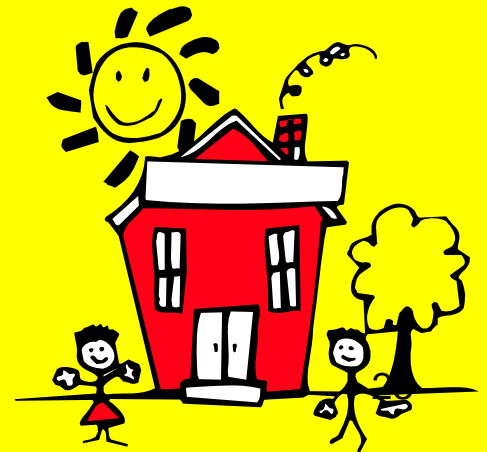
Saturday Classes:

Saturday, Dec. 4, 2010 Competency Goal III

Support social emotional development and provide positive guidance

8 hours

I am looking for suggestions of good guest speakers.



The dates are firm but the activity is not firm ----THIS IS A SUGGESTION TO CONSIDER!!!!!!!!!!!!!!

Saturday Classes:

Saturday, Jan. 22, 2011

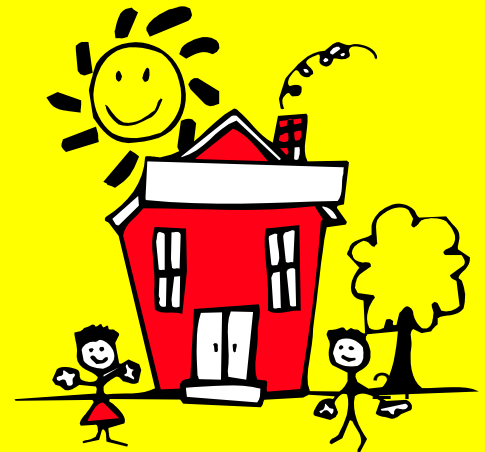
Competency Goal IV and V

Competency Goal IV To establish positive and productive relationships with families.

Competency Goal V To ensure a well-run, purposeful program responsive to participant needs.

Panel of childcare directors to speak on their center and answer questions.

I am looking for suggestions of who to invite.



The dates are firm but the activity is not firm ----THIS IS A SUGGESTION TO CONSIDER!!!!!!!!!!!!!!

Saturday Classes:

Saturday, Feb. 5, 2010 (7 hours)

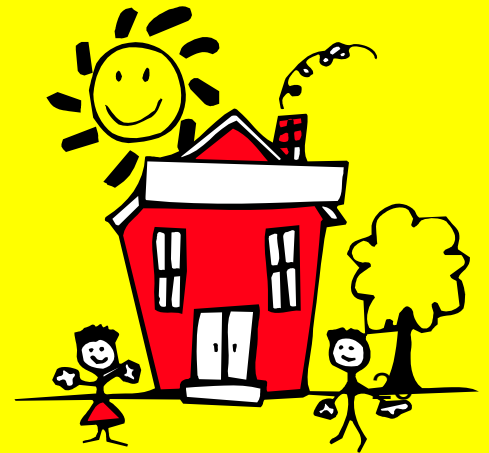
Goal VI.

To maintain a commitment
to professionalism.

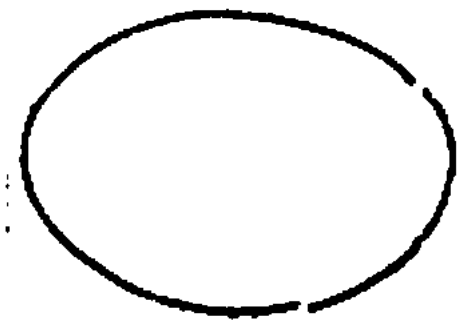
Guest speaker?????????



[http://competency
-goal-i-
safety.wikispaces
.com](http://competency-goal-i-safety.wikispaces.com)

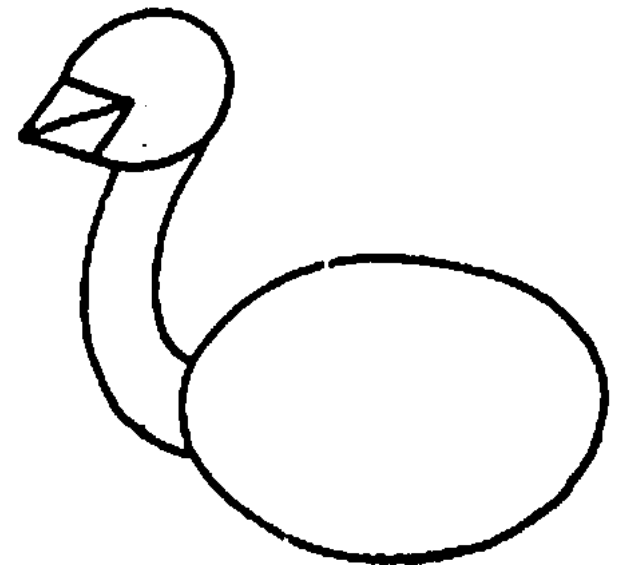


1. Draw a large egg shape
for the body.

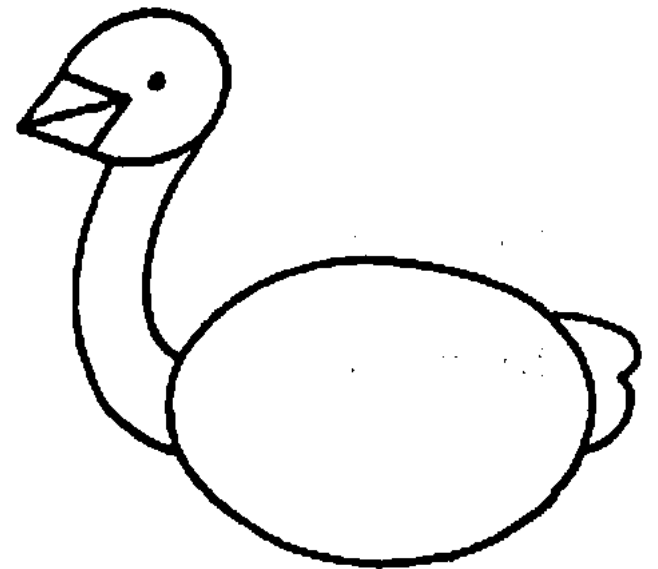


2. Draw a small oval for the head with a diamond on its side at one end of it. Put a line through the middle of the diamond. Draw a curved neck between the head and the body.

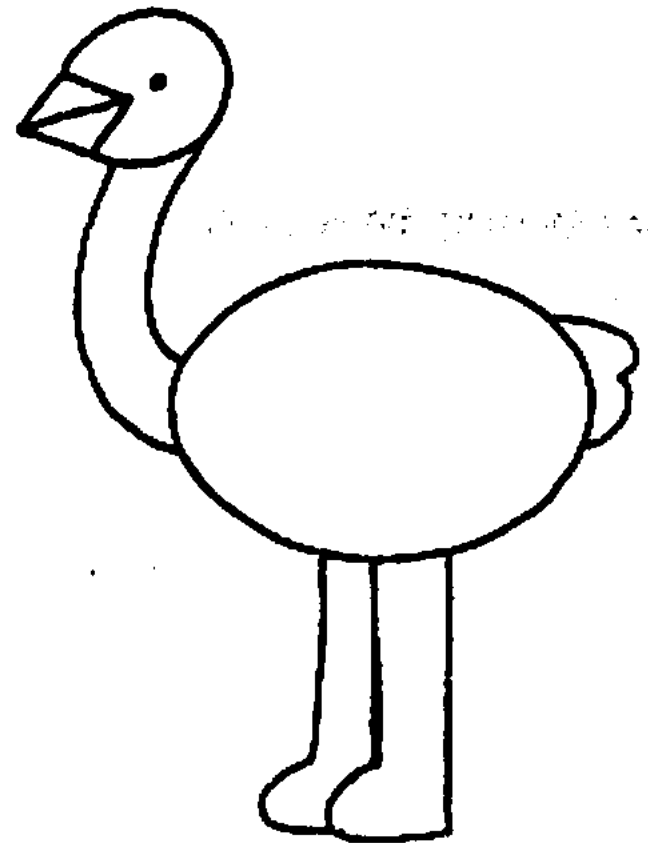
8.27.21



3. Make an eye on the ostrich's head. Add fluffy tail feathers at the end of the big egg shape.



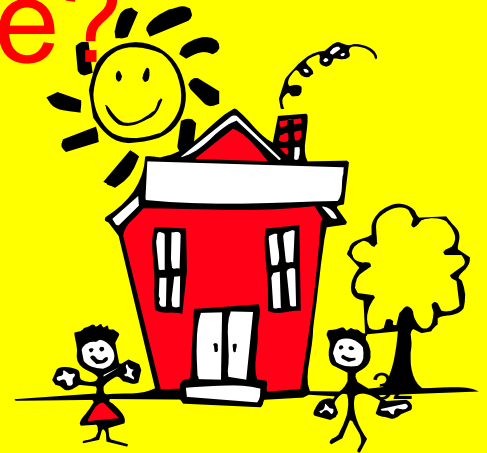
4. Draw two long legs with big feet under the body.





**On a piece of paper
write down a 5 answers
for this question:**

**1. What have you done today at
your childcare to keep the
children in your care safe?**



Stand Up



On a piece of paper write down a 5 answers for this question:

1. What have you done today at your childcare to keep the children in your care safe?

Share your ideas with 1 or 2 other people beside you.

Add new ideas to your list.

Give your partners a one hand HIGH FIVE and say
THANK YOU!

Find 1 or 2 other people and share your ideas.
Add new ideas to your list.

Give your partners a two handed HIGH FIVE
and say THANK YOU!

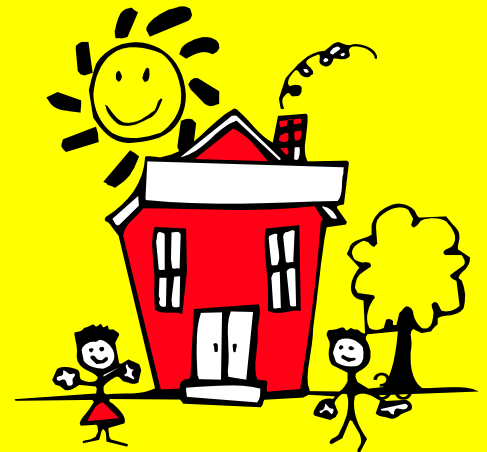


1. Saf		ety
2. Hea	rm	lth
3. Super	dent	ity
4. Qual		
5. Neg	ention	lect
6. Ge	icy	ci
7. Pol		
8. Prev	vision	
9. Ac		



Pre-TEST

1. The first-aid kit should be kept.
 - a. Out of reach of the children
 - b. In an easily accessible location, clearly marked, and out of reach of children
 - c. In a restroom
 - d. In a drawer far from where children will play.



PreTest

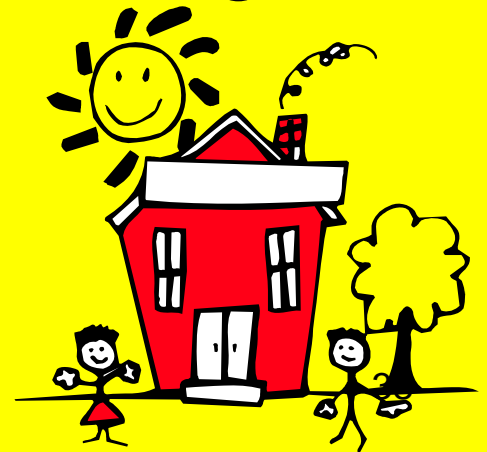
2. Fire-exit information should be
- a. in a written form
 - b. kept in a file labeled
“Emergency Procedures.”
 - c. in both written and pictorial,
posted near the exits
 - d. in pictorial form



PreTest

3. Frequent hand washing is important because

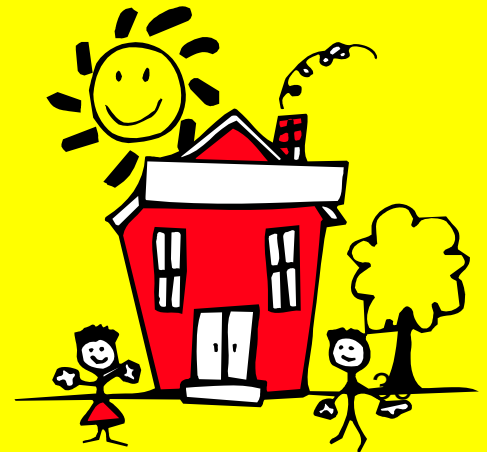
- a. children need to keep their hands clean
- b. it keeps germs from spreading
- c. is a positive social skill
- d. it is the law



PreTest

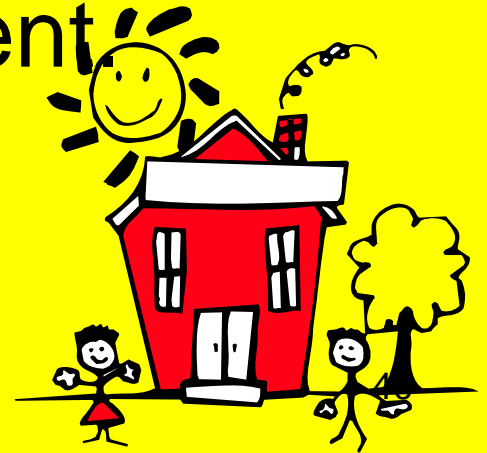
4. Choose the most healthy snack for young children

- a. Saltine crackers and milk
- b. orange juice and carrot sticks
- c. Oatmeal cookie and milk
- d. Apple slices, peanut butter and milk



PreTest

5. The amount of adult supervision that is needed depends on
- a. the number of children in the group.
 - b. the activity.
 - c. the developmental needs of children who are present
 - d. all of these.



PreTest

6. Children should be provided with these items for washing their hands:

a. Cold water, bar soap and paper towels.

b. Hot water, liquid soap, and a cloth towel.

c. Warm water, liquid soap, and paper towels.

d. Water and paper towels.



PreTest

7. Children need their own spaces in the classroom for their coats and other belongings because:

- a. it promotes their positive self-concept
- b. it helps maintain good health
- c. a and b
- d. none of the above



PreTest

8. At mealtime, a caregiver should

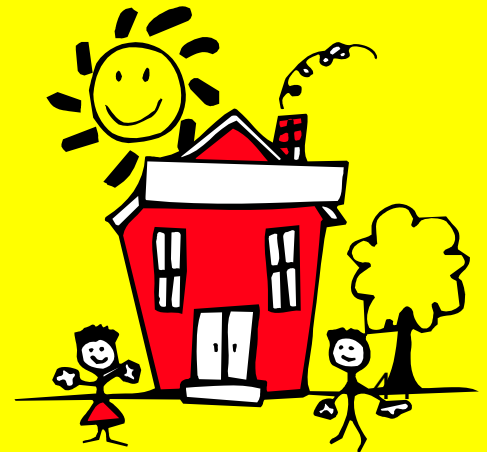
- a. insist that children finish all food on their plates
- b. not offer any dessert until all food is finished
- c. only offer dessert to the children who remained quiet at the table while eating
- d. none of the above



PreTest

9. CDA stands for

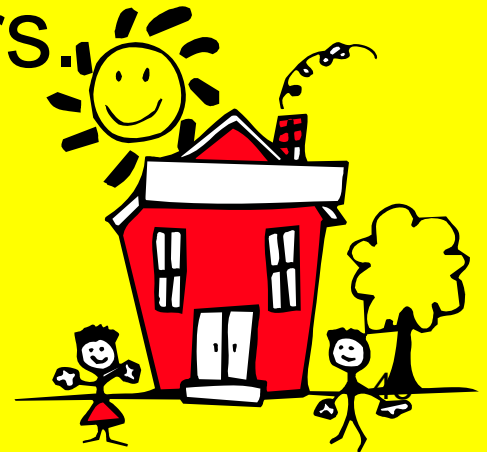
- a. Child's Dental Assistant.
- b. Child Development Associate
- c. Child Development Association
- d. Child Development
Administration



PreTest

10. A CDA is

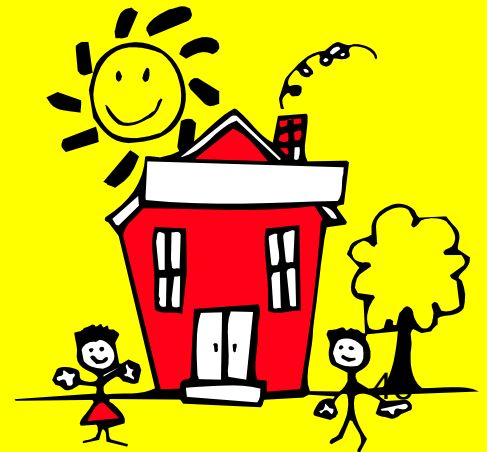
- a. a licensing agency for early childhood professionals.
- b. the only nationally recognized early childhood credential.
- c. an association for early childhood administrators.
- d. a program offered by certain states.



PreTest

11. When you are preparing an environment for children, what should always be considered first?

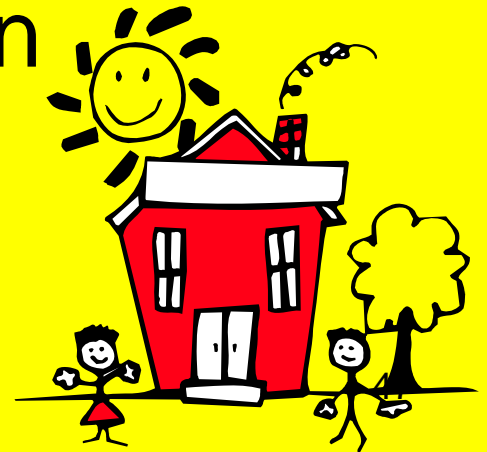
- a. State licensing regulations
- b. Center policy
- c. Safety of the child
- d. CDA standards



PreTest

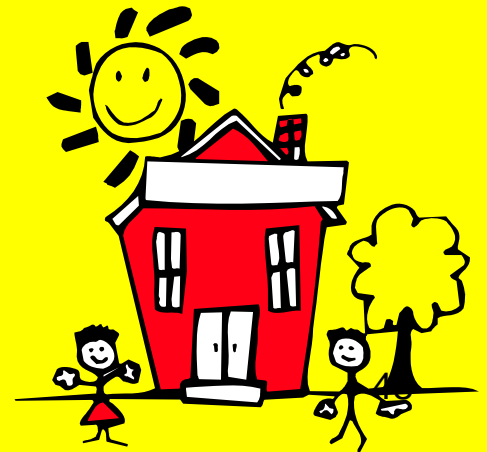
12. Classroom rules and rules for outdoor safety should be

- a. few in number
- b. worded in simple terms,
using pictures
- c. written in positive terms,
saying what the children
should be doing
- d. all of the above



PreTest

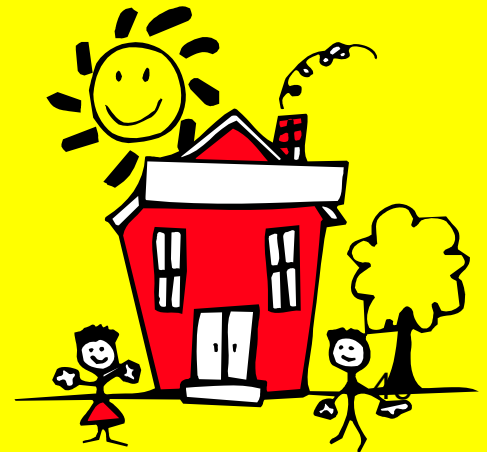
13. Child abuse and neglect reporting is the responsibility of
- a. the teacher
 - b. the person who observed the incident
 - c. the director
 - d. the social service or regulatory agency



PreTest

14. Universal Procedures refers to

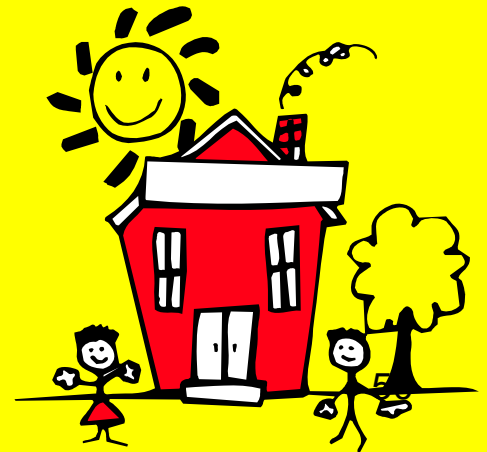
- a. procedures that are taught in universal preschool programs.
- b. procedures for containing, disposing, and cleaning up body fluids.
- c. a checklist used by state licensing inspectors.
- d. all of the above.



PreTest

15. An appropriate mealtime would include

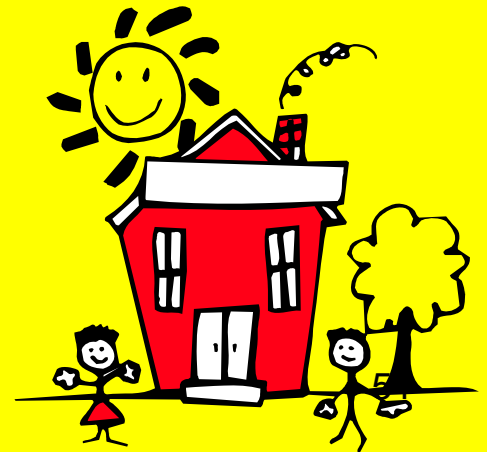
- a. a well-balanced meal that meets licensing regulations.
- b. pleasant conversation at the table.
- c. encouragement to eat.
- d. all of the above.





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RESPONSIBILITY AS
CHILDCARE
PROVIDERS IS

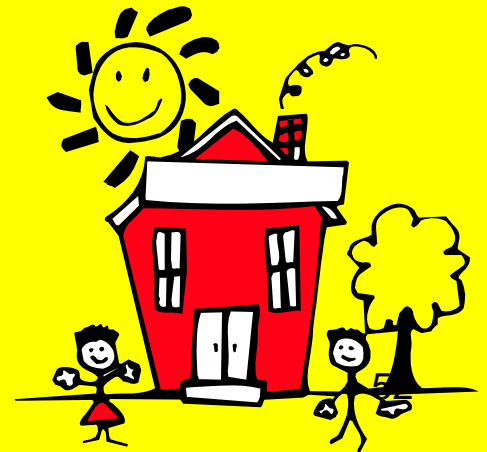
SAFETY



Day Care Centers

At least six out of 10 - nearly 13 million - infants, toddlers and preschool children are enrolled in child care, according to the National Center for Education Statistics

1. West, J., Wright, D., & Hausken, E. G. (1995). Child care and early education program participation of infants, toddlers, and preschoolers. Washington, DC: US Department of Education, National Center for Education Statistics. Available online: <http://nces.ed.gov/pubs/95824.html>.



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SAFETYPOLICY.org

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[Injury Prevention Policy Recommendations](#)

Selected injury prevention policy recommendations with comments concerning the extent of the problem the policy should address and an assessment of the potential for policy effectiveness.

<http://www.safetypolicy.org/index.htm>



Day Care Centers

Although there is debate as to whether there is a higher incidence of injuries in out-of-home child care versus in home care (3), there is evidence nonetheless that many children are injured while in child care settings. In 1997, about 31,000 children 4 years old and younger were treated in U.S. hospital emergency rooms for injuries that occurred at child care/school settings. The Consumer Product Safety Commission is aware of at least 56 children who have died in childcare settings since 1990.

Consumer Product Safety Commission. CPSC Staff Study of Safety Hazards in Child Care Settings. April 1999. Available online: <http://www.cpsc.gov/library/ccstudy.html>, May 11, 1999.

Safety Policy

SEARCH [SAFETY.POLICY.org](#)

INFO/PAID

INJURY PREVENTION LINKS

INJURY PREVENTION BOOKS

Other IPW Sites

Center for Injury Prevention
POLICY & PRACTICE

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SAN DIEGO STATE UNIVERSITY
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Safety Policy
Injury Prevention Policy

Injury Prevention Policy Recommendations

Selected injury prevention policy recommendations with comments concerning the extent of the problem the policy should address and an assessment of the potential for policy effectiveness.

54

Policy & Details

All staff involved in the provision of direct care at child care facilities, including family home caregivers, shall be certified in pediatric first aid that includes rescue breathing and first aid for choking. At least one certified staff person should be with the children at all times and in all places where children are in care.

<http://www.safetypolicy.org/index.htm>

The screenshot shows the 'Safety Policy' website. On the left is a teal sidebar with navigation links: 'SEARCH SAFETYPOLICY.org', 'INFORMATION', 'INJURY PREVENTION LINKS', 'INJURY PREVENTION BOOKS', and 'Other IPW Sites'. The main content area is white and features the 'CENTER FOR Injury Prevention POLICY & PRACTICE' logo, which includes a stylized 'CPH' and the text 'SAN DIEGO STATE UNIVERSITY Graduate School of Public Health'. To the right of the logo is a small red 'IPW' logo with the text 'A partner in the: Injury Prevention Web' and a link to 'IPW Home'. Below the main logo, the text 'Safety Policy Injury Prevention Policy' is displayed. At the bottom, there is a section titled 'Injury Prevention Policy Recommendations' with a brief description: 'Selected injury prevention policy recommendations with comments concerning the extent of the problem the policy should address and an assessment of the potential for policy effectiveness.' The page number '55' is visible in the bottom right corner.

Effectiveness

- When an emergency occurs quick, proper action can make the difference between life and death.
- When a seriously injured child is found there should be no delay in delivering care.
- Waiting for a trained person to be found and to arrive can lead to an unacceptable delay.
- In some cases, such as choking, seconds count.

<http://www.safetypolicy.org/index.htm>

The screenshot shows the homepage of the Safety Policy website. On the left is a teal sidebar with navigation links: SEARCH SAFETYPOLICY.org, INFORMATION, INJURY PREVENTION LINKS, INJURY PREVENTION BOOKS, and Other IPW Sites. The main content area is white and features the logo for the Center for Injury Prevention Policy & Practice at San Diego State University Graduate School of Public Health. It also includes a link to 'Injury Prevention Web' and a section titled 'Safety Policy Injury Prevention Policy' with a link to 'Injury Prevention Policy Recommendations'. At the bottom right, the page number '56' is visible.

Safety Policy

SEARCH
SAFETYPOLICY.org

INFORMATION

INJURY
PREVENTION LINKS

INJURY
PREVENTION
BOOKS

Other IPW Sites

**Center for Injury Prevention
POLICY & PRACTICE**

SAN DIEGO STATE UNIVERSITY
Graduate School of Public Health

A partner in the:
IPW Injury Prevention Web
[IPW Home](#)

**Safety Policy
Injury Prevention Policy**

[Injury Prevention Policy Recommendations](#)

Selected injury prevention policy recommendations with comments concerning the extent of the problem the policy should address and an assessment of the potential for policy effectiveness.

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Effectiveness

- A child care center that has been modified and/or designed to ensure the safety of children will help prevent injuries from occurring.
- Staff with current first aid certification will help ensure that those injuries that do occur are treated promptly and properly.
- One study found that first aid was sufficient for 84.4 percent of the injuries that occurred in child care centers .

Chang A, Lugg M, Nebedum A. Injuries among preschool children enrolled in day care centers. Pediatrics 1989; 83: 272-277.

The screenshot shows a web page for 'Safety Policy' with a teal sidebar on the left containing navigation links: SEARCH (SAFETYPOLICY.org), INFORMATION, INJURY PREVENTION LINKS, INJURY PREVENTION BOOKS, and Other IPW Sites. The main content area is white and features the logo for the 'CENTER FOR Injury Prevention POLICY & PRACTICE' at 'SAN DIEGO STATE UNIVERSITY Graduate School of Public Health'. It also includes a partner logo for 'IDW Injury Prevention Web' and a link to 'IDW Home'. The title 'Safety Policy Injury Prevention Policy' is centered. At the bottom, there is a section titled 'Injury Prevention Policy Recommendations' with a brief description and a page number '57' in the bottom right corner.

Safety Policy

SEARCH
SAFETYPOLICY.org

INFORMATION

INJURY
PREVENTION LINKS

INJURY
PREVENTION
BOOKS

Other IPW Sites

**CENTER FOR
Injury Prevention
POLICY & PRACTICE**

SAN DIEGO STATE UNIVERSITY
Graduate School of Public Health

A partner in the:
IDW Injury
Prevention
Web
[IDW Home](#)

**Safety Policy
Injury Prevention Policy**

Injury Prevention Policy Recommendations
Selected injury prevention policy recommendations with comments concerning the extent of the problem the policy should address and an assessment of the potential for policy effectiveness.

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National Resource Center for Health and Safety in Child Care and Early Education

1-800-598-KIDS(5437)

Search

Go

Advanced

Information for: [Providers](#) [Parents](#) [Consultants](#)
[Regulators](#) [Early Childhood Systems Leaders](#)

Welcome

What's New

Key Resources:

Preventing Childhood Obesity
in Early Care and Education
Programs

Caring for Our Children

What's New?
(latest update: August 1, 2010)

Preventing
Childhood
Obesity in Early
Care and

Preventing Childhood Obesity
in Early Care and Education Programs

Selected Standards from
Caring for Our Children: National Health and Safety Performance Standards

<http://nrckids.org/>

http://www.cpsc.gov/cpscpub/pubs/toy_sfy.html

Toy Safety Publications - Windows Internet Explorer

Address bar: [v/cpscpub/pubs/toy_sfy.html](http://www.cpsc.gov/cpscpub/pubs/toy_sfy.html)

Search: child care safety procedur... Sign In... Snagit... Convert...

Favorites: SurveyMonkey - P... Marketplace Mone... Marketplace Mone...

Toy Safety Publications

US Consumer Product Safety Commission

Consumer Safety | About CPSC | Library - FOIA | Business

[CPSC Home](#) > [Publications](#) > Current

Toy Safety Publications

Web Exclusives

Document Number	Publication	Description
282	Child Safety Protection Act Fact Sheet (HTML)	Fact Sheet.
287	The Dangers of Electric Toys (HTML)	CPSC offers tips on selecting, using and regulating electrically operated toys safely.
5009	Caps for Toy Guns (HTML) (PDF)	Safety Alert: To prevent burn injuries, don't let children put caps for toy guns in their pockets.
5024	Strangulation With Crib Toys (HTML) (PDF)	Safety Alert.
5076	CPSC Issues Warning That Choking On Small Balls Can Be Fatal To Young Children (HTML) (PDF)	Safety Alert.
5087	Suffocation Danger Associated with Children's Balloons (HTML) (PDF)	Safety Alert.
5089	BB Guns Can Kill (HTML) (PDF)	Safety Alert.

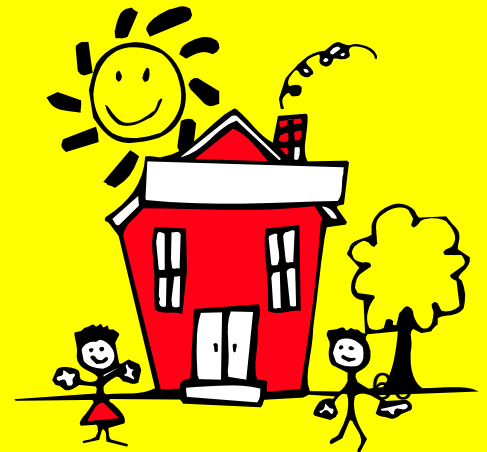
Done Internet 100%

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One Family Home Childcare Safety Policy

Discover how their safety policies protect the children they care for:

<http://www.appleton-child-care.com/child-care-safety.shtml>

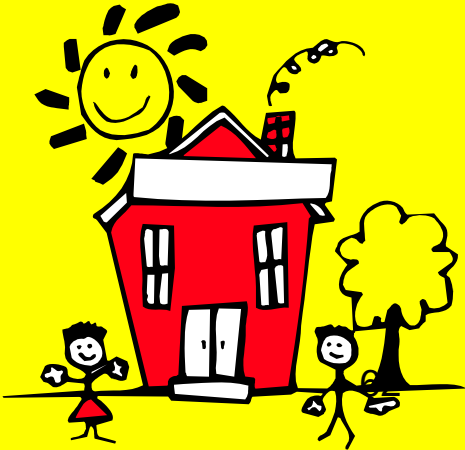
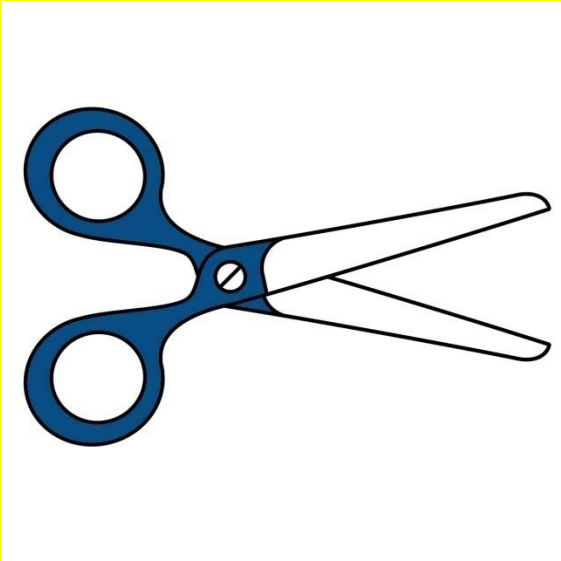
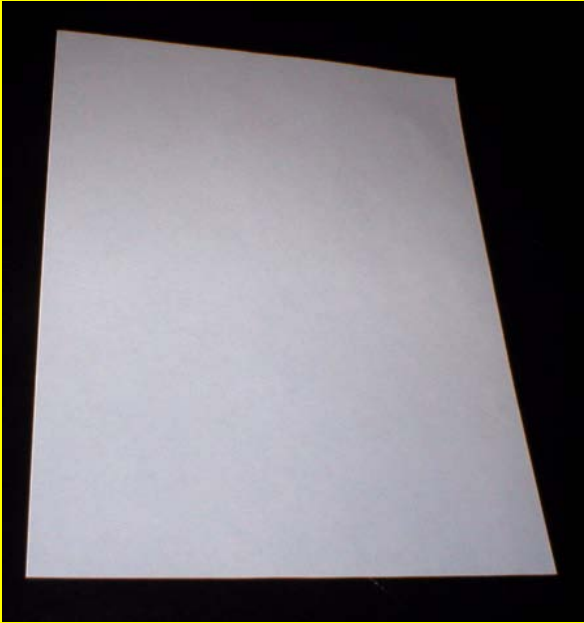
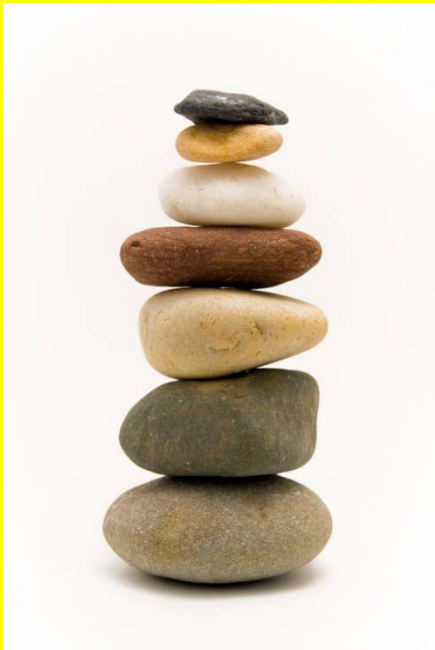


Bright Horizon's emergency management plan

http://www.google.com/search?sourceid=navclient&ie=UTF-8&rlz=1T4GGLJ_enUS351&q=bright+horizons+emergency+management+plan

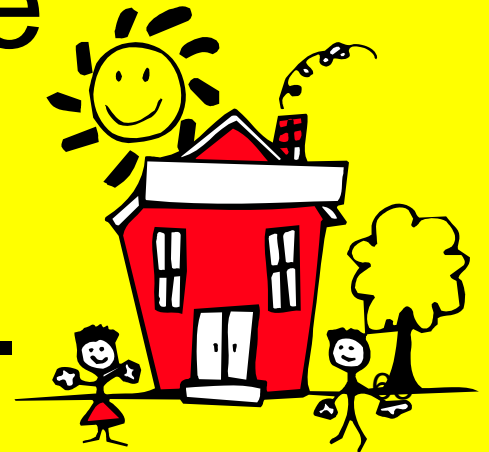
[Bright Horizon Sample Emergency Plan](#)



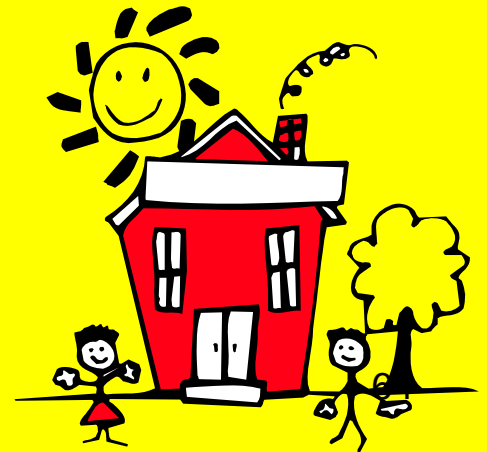


Group Assignment

Create a perfect
childcare and name it.
Your childcare will serve
infants/toddlers and
preschool age children.



Texas ChildCare Licensing Standards and Regulations for Homes and Centers



Pass out this handout.

Lesson 1 SAFETY

IMPORTANT PHONE NUMBERS and WEBSITES

WIC

HEALTH AND WELFARE, CHILD PROTECTION SERVICES:

Texas AgriLife County Extension Service FOOD AND NUTRITION EDUCATION
PROGRAM:

COUNTY EXTENSION SERVICE

POISON CONTROL

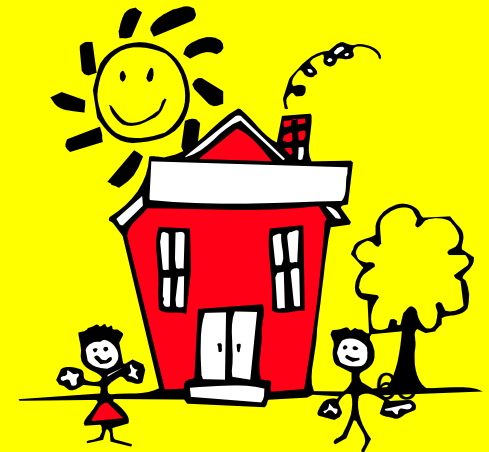
FIRST AID AND CPR CLASSES American Red Cross:

FIRE

POLICE

Reporting CHILD ABUSE

Others:



✓ **Environment checklist: Safety**

This first part of the checklist contains some of the most basic safety concerns, practices that research demonstrates prevent injury. If you didn't notice each one of these items during your first survey, go back and look again.

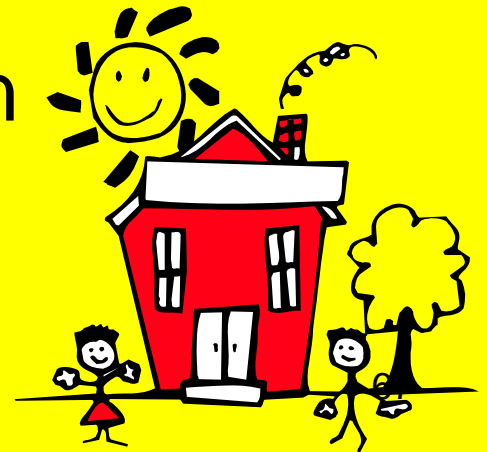
Put a check next to items that describe your program. Add anything else you feel is particularly important for safety in your program. Your location, climate, or ages of the children make a differ-



Group Safety Activity

PART 1

1. What does your program do for safety precautions for fire, poison, water, electricity?
2. How can your program improve its safety precautions for fire, poison, water, electricity?
3. Write a medical emergency plan for your center.



Be sure to include a writing medical emergency plan.

RESPONDING TO A MEDICAL EMERGENCY

Have written procedures and plans for: fire,
poisoning, falls, choking, burning, drowning,
natural disaster

CPR pages

First aid kit

Update records

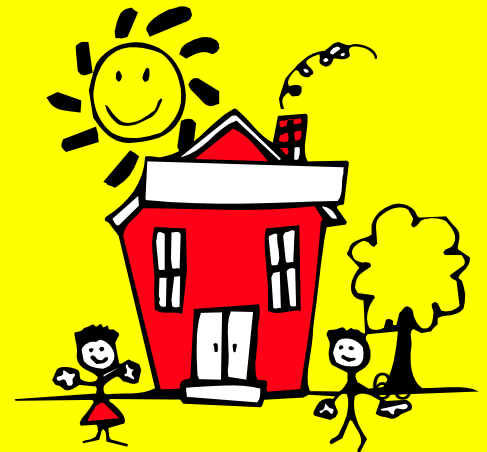
Accident forms---DOCUMENT EVERYTHING



Group Safety Activity

PART 1

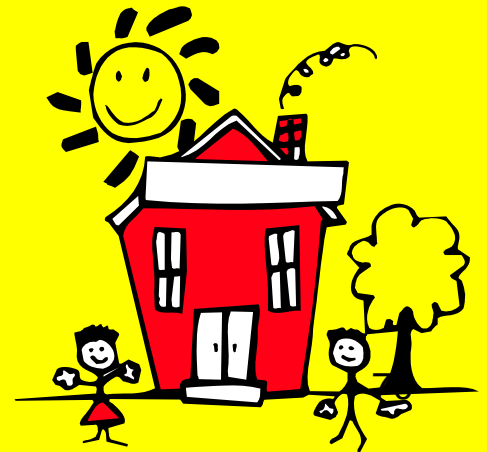
4. Pretend you have infant/toddlers in your program. What safety policies would you do anything different to adapt for their developmental skills?



Group Safety Activity

PART 1

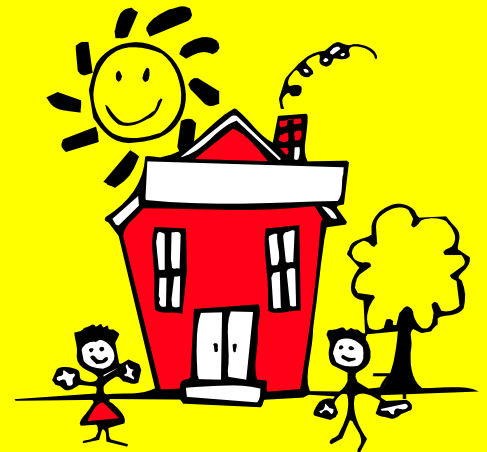
5. Create a safety precaution policy for your pretend center. Be sure to include special safety precautions for infants/toddlers.



Group Safety Activity

PART 1

5. Present your newly created program's safety policy to your staff (the other students).

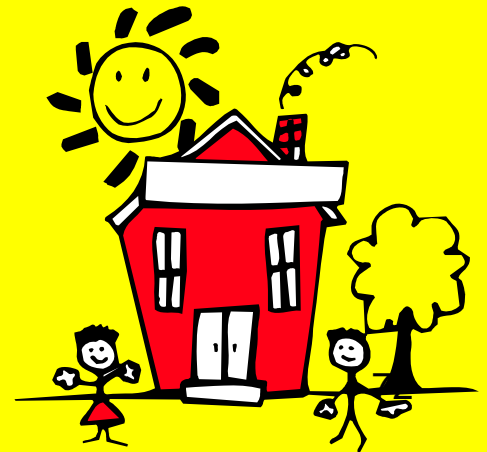


Group Safety Activity

Now that your program has a safety precaution policy for fire, poison, water and electricity it is time to think of safety indoors and outdoors.

PART 2

1. Think about the program that you work for. List potential safety hazards for children when they are outdoors. Consider when it is hot, cold, water and poison outdoors.

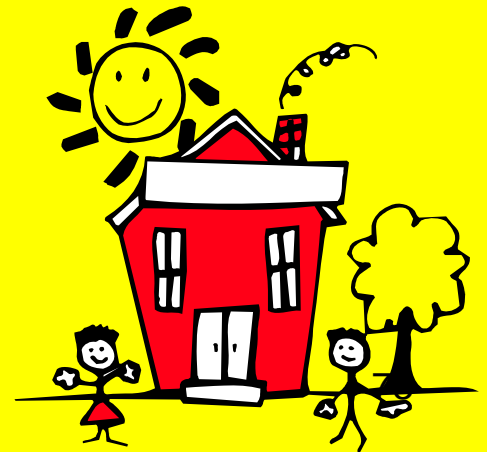


Group Safety Activity

Now that your program has a safety precaution policy for fire, poison, water and electricity it is time to think of safety indoors and outdoors.

PART 2

2. List outdoor safety hazards that are pertinent to infant/toddlers

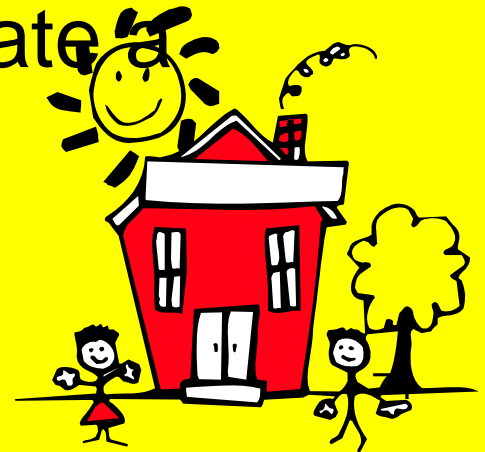


Group Safety Activity

Now that your program has a safety precaution policy for fire, poison, water and electricity it is time to think of safety indoors and outdoors.

PART 2

3. Return to your “perfect program” policy committee. Create an outdoor policy that would address safety precautions for outdoors. Remember to address hot, cold, water, and poison outdoors. Create a special section in your policy for infant/toddlers.

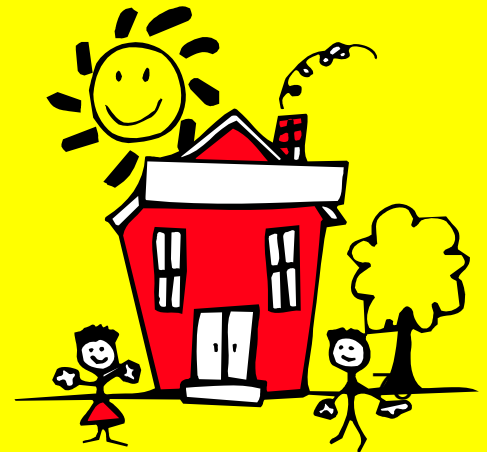


Group Safety Activity

Now that your program has a safety precaution policy for fire, poison, water and electricity it is time to think of safety indoors and outdoors.

PART 2

4. Present your “perfect program” policy to the class.



Group Safety Activity

PART 3

1. Now adapt your “perfect program” policy to a child with blindness, with deafness, with a wheelchair, with diabetes



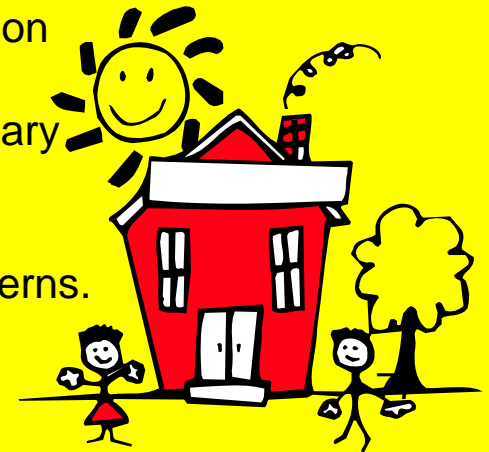
Pass out this handout

Competency Goal I

LESSON 1 SAFETY

Learning Objectives: Students will:

- Identify safety as their #1 responsibility in child care
- Explain the role of child development in keeping children safe
- Explain the impact of adult/child ratio on safety
- Explain that supervision is the #1 preventative safety measure in child care
- Describe safety precautions for fire, poison, water, electricity
- Describe special safety precautions for infants/toddlers
- Complete indoor/outdoor safety checklist
- List potential safety hazards for children outdoors
- List 5 poisonous and 5 nonpoisonous plants
- Describe appropriate safety precautions for hot, cold, water and poison outdoors
- Describe child safety issues away from child care center and necessary precautions to ensure safety
- Draft emergency procedures for various crises
- State name and phone number of agency to report child abuse concerns.



Water safety

<http://video.about.com/childparenting/About-Water-Safety.htm>



indoor/outdoor safety checklist

Remember, it is easier and more effective to design, maintain and create a safe indoor/outdoor environment instead of making lots of rules to compensate for safety hazards.

